

1.0 Percent Participation Justification Form 2017-18

The *Every Student Succeeds Act (ESSA)* requires each district and charter school to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject area with the NCEXTEND1 alternate assessment. Justifications from each district and charter school will be reviewed by the North Carolina Department of Public Instruction (NCDPI), and follow up actions will be determined based on the information found in the justification document. Staff from the Exceptional Children and Accountability Divisions in each district and charter school should collaborate to provide the following information on the justification document. Responses to numbers 1-4 are required; it is optional to include additional information (see page 3). This justification document will be publicly posted. As such, the document **must not contain any personally identifiable information**. If necessary, additional pages may be attached to this form.

1. Enter contact information for the primary district/charter school staff member responsible for overseeing the completion of the justification form.

3-Digit LEA/Charter Code: 11D

District/Charter Name: Franklin School of Innovation

Contact Name: Michelle Vawter

Contact Title: Executive Director

Contact Phone No.: 828

Contact E-Mail: m.vawter@ncpsd.us

2. Enter a description of how the district/charter school will assure that Individualized Education Program (IEP) teams are adhering to the eligibility criteria as outlined in the *Testing Students with Disabilities* publication when determining student eligibility for participation in the alternate assessment.

See attached

3. Enter a description of how any disproportionality among race, gender, or socioeconomic status groups is defined and plans for how that disproportionality will be addressed.

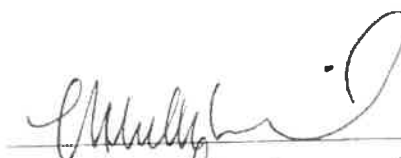
- Description of how any disproportionality among race, gender, or socioeconomic status groups is defined:

- Plans for how disproportionality will be addressed:

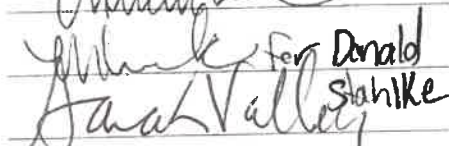
4. Enter additional justification of variables not covered but deemed essential to understanding why the district/charter school has a higher rate of alternate assessment participation.

Signatures

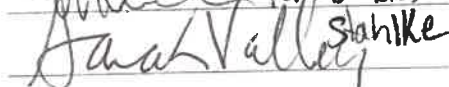
Superintendent/Charter School Director

Date 8-9-18

Exceptional Children Director

Date 8-9-18

LEA/Charter Test Coordinator

Date 8/14/18

The completed justification form must be signed by the superintendent/charter school director, exceptional children's director, and testing coordinator. The form must be scanned and emailed to alternateassessment@dpi.nc.gov by **May 4, 2018**.

The NCDPI will notify districts/charter schools in writing if further information is needed and will include next steps. For questions, please contact your Exceptional Children Director or Regional Accountability Coordinator.

Note: See page 3 for additional information that can be included but is not required.

1. Primary charter school staff member responsible for overseeing completion of form:
Michelle Vruwink, Executive Director
The Franklin School of Innovation
11D
828 318 8140
mvruwink@thefsi.us

2. Description of how charter school will assure that IEP teams are adhering to the eligibility criteria:

The Director of EC Services works closely with the Testing Coordinator to ensure that all members of the IEP team are aware of the State testing requirements. The IEP team will review the individual student's disabilities and learning needs, and will discuss all allowable instructional and testing accommodations before considering the need for the individual student to receive instruction in the Extended Content Standards. IEP team members will have access to the the published state requirements for testing accommodations and the alternate assessment information.

If the IEP team determines that a student cannot meaningfully participate in instruction based on the general content standards, the team will document the decision in the student's IEP, and the student will receive instruction in the Extended Content Standards. The team will also document its decision regarding participation in an alternate assessment(s).

3. Enter a description of how any disproportionality among race, gender, or socioeconomic status groups is defined and plans for how that disproportionality will be addressed.
 - o Description of how any disproportionality is defined:
 - o Plans for how disproportionality will be addressed:

There isn't an issue of disproportionality. The school had two students for whom the IEP teams, based on the individual and specific student learning disabilities, determined that instruction in the general content standards would not be meaningful. The students were both female and were in the 5th grade. Because the school has a small number of students in the 5th grade, any student would have represented a disproportionality.

4. Enter any additional justification:

Both students for whom the Extend test was administered were students new to the school in 2017-2018. Neither had ever received instruction in the general content standards prior to enrolling in the school. Both students have disabilities of a severe level that require instruction in extended content standards.

